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ABSTRACT

This self-study program for the high-school level contains lessons in the following subjects: Spelling More Endings; Matching Sentence Parts; Using the Right Sentence Connectives; More Ways to Make Sentences Effective; and Last of the Confusing Word Pairs. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

SPELLING MORE ENDINGS

LEVEL: III

UNIT: 6

LESSON: 1

AC 014057

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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MANPOWER ADMINISTRATION, JOB CORPS
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1. PREVIEW FRAME In part I of this lesson you will learn how to add endings which begin with vowels such as <u>ed</u>, <u>er</u>, <u>est</u> to certain words. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

2.

READ the sentences below.

The most difficult words you will be taught in part I of this lesson are used in sentences to help you understand what they mean. If you don't know the meaning of a word, refer to the word list at the end of the lesson on pages 22 and 23.

1. allotted: I allotted myself one hour of free time during my busy afternoon.

2. beginning: The Star Spangled Banner is sung at the beginning of every ball game.

3. blurred: The rain on my glasses blurred my vision.

4. concurred: All of us concurred about our need for a clubhouse.

5. deferred: Medical students have their military service deferred until after they've completed medical school.

6. remitted: His prison sentence will be remitted after he serves for one year.

7. submitted: The prize fighter finally submitted after receiving several sharp blows on his jaw.

Below are definitions of the underlined words in the sentences above.

MATCH the word with its correct definition. MAKE certain to COPY the words carefully:

1. smeared _____
2. agreed _____
3. assigned _____
4. pardoned _____
5. the start _____
6. put off until later _____

blurred
concurred
allotted
remitted
beginning

deferred

3.

You have learned in a previous spelling lesson how to add endings to words. In order to learn the rules for adding endings you had to recognize two kinds of letters, consonants and vowels. In this lesson you also have to notice consonants and vowels.

Remember the letters a, e, i, o, u are the vowels and all the other letters are consonants.

FOR EXAMPLE:

The word sail has one consonant at the end.
What consonant is it? _____ l

In front of the final consonant are two vowels.
What are they? _____ and _____ a i

LOOK AT the words:

stamp steal stop

Which word has two consonants at the end?
_____ stamp

Which word has two vowels before the last consonant?
_____ steal

Which word ends in one consonant and also has only one vowel before the last consonant? _____ stop

4. In the first section of this lesson you will be working with short words which end in <u>one consonant</u> and which have only <u>one</u> vowel before this final consonant. (Footnote 1) FOOTNOTE 1: Longer words will be handled later in this lesson. Which are the type of words that we will be learning about in this lesson. CIRCLE the word(s) stamp step steal stop store	 (step) (stop)
5. Watch what happens to the single consonant at the end of this word when an ending is added to it. blur blurred How many r's are there at the end of the word blur? _____ How many r's are there in the word <u>blurred</u>?	 1 2
6. The root word of stopping is stop. The ending is ing UNDERLINE just the roots of these words. CIRCLE just the ending of these words. stopping blurred hitter running UNDERLINE the letter that has been added <u>between</u> the root and the ending. stopping blurred hitter running	 <u>stop</u>(ping) <u>blur</u>(red) <u>hitt</u>(er) <u>runn</u>(ing) stop<u>p</u>ing blur<u>r</u>ed hitt<u>e</u>r runn<u>i</u>ng

7. When the ending ed is added to a short word such as blur, the word becomes blurred. The single consonant r at the end of blur is doubled before ed is added to make the word blurred. UNDERLINE the single consonant at the end of blur. UNDERLINE the double consonant in the word blurred. LOOK at the words stop hit run stopping hitter running Was the final consonant in the words stop, hit, run, doubled before the endings ing, er, were added. ☐ no ☐ yes	 blur blurred yes
8. All the words below are alike in some way. WRITE yes on the blanks beside the correct statements. WRITE no on the blanks beside the incorrect statements. blur stop run hit _____ a. These words all end in a single consonant _____ b. These words all end in a single vowel _____ c. These words all have one vowel, before the last consonant _____ d. These words all have more than one vowel before the final consonant	 a. yes b. no c. yes d. no

9.

READ this rule:

When a short word ends in one consonant and has only one vowel before the final consonant you double the final consonant before adding the ending. (Footnote 2)

That is you write the last consonant again.

LOOK at the word blur:

UNDERLINE the single consonant at the end of the word and CIRCLE the single vowel which comes before the final consonant: blur

blur

Now LOOK at the word blurred:

UNDERLINE the ending.

CIRCLE the letter that was added in front of the ending

blurred

blurred

FOOTNOTE 2:

a. This rule does not apply to short words which end in two consonants.

Examples: talk - talked
stamp - stamped
rust - rusting

Notice that the consonant at the end of each root word is not doubled before the ending is added.

b. This rule does not apply to short words which have two vowels before the final consonant.

Examples: sail - sailing
kneel - kneeled

Notice that the consonant at the end of each root is not doubled before the ending is added.

10. APPLY the rule and ADD endings to the words below. When a word ends in one consonant and has only one vowel before the final consonant, you double the final consonant before adding the ending. COMPLETE these words: blur + ed = blur__ed stop + ed = stop__ed	 blurred stopped
11. Remember the rule and ADD endings to these words: FILL IN the blank and WRITE the whole word with the ending. run + __ + ing = run hit + __ + er = hit	 run + n + ing = running hit + t + er = hitter
12. APPLY the rule for doubling the final consonant and add three endings to the word plan. plan + ing = _____ plan + ed = _____ plan + er = _____	 planning planned planner

13. CIRCLE the misspelled word in the list below and WRITE it correctly on the blank provided. slipped sliping slipper _____	(sliping) (should be slipping)
14. In the following frames, CHECK the misspelled word in each list. If all the words are correct CHECK "none misspelled." ☐ blurred ☐ running ☐ stopped ☐ planned ☐ none misspelled	none misspelled
15. ☐ blurred ☐ slipping ☐ steping ☐ topped ☐ none misspelled	steping (should be stepping)
16. Before you continue with the spelling lesson, it is necessary to understand what is meant by the word <u>accent</u> or <u>stress.</u> SAY the name Marty. This name has two parts Mar ty. Notice how you say this name. Your voice is louder when you say the first part of this word. This means you accent or stress the first part of this name. Your voice is softer when you are saying the second part of this name. That is you <u>do not accent</u> the second part. The name Marty can be written: MAR ty to show how the name is pronounced. SAY the name Jerome. This name is pronounced je ROME because the second beat of the name is accented. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

17.

In this section of the lesson you will be working with words which have 2 beats

LOOK AT these words:

begin

concur

submit

Now READ these words. They have been divided into two beats.

be GIN

con CUR

sub MIT

Which beat of these words is accented:

☐ first
☐ second

second

18.

Words with two beats such as begin, concur, and submit are like the shorter words such as blur, stop and run - words you had in the first section of this lesson.

CHECK off the statements which tell how these two groups of words are alike.

blur	concur
stop	begin
run	submit

The words in these two groups are alike in the following ways:

- ☐ They all end in a single consonant
- ☐ They all have a single vowel before the final consonant
- ☐ They all have two parts

. . .single consonant

. . .final consonant

19.

LOOK AT these words:

begin	(be GIN)
concur	(con CUR)
submit	(sub MIT)

How many parts does each of the words above have?

_____

2

CHECK ONE:

The words above are accented on the

- ☐ first part
- ☐ second part

second part

Each word ends in a single consonant

- ☐ no
- ☐ yes

yes

Each word has only one vowel right before the last consonant

- ☐ no
- ☐ yes

yes

20. WATCH what happens at the end of this two part word when an ending is added. begin - beginning How many n's in begin? _____ How many n's in beginning? _____	 1 2
21. The root of beginning is begin. UNDERLINE the root and CIRCLE the endings of these words: b e g i n n i n g c o n c u r r e d s u b m i t t e d UNDERLINE the letter that was added between the root and the ending. beginning concurred submitted	 beginning concurred submitted beginning concurred submitted

22.

Words with two parts which are accented on the second syllable and which end in one consonant preceded by one vowel, DOUBLE the final consonant and then add the ending.

LOOK AT the word submit (sub MIT)

UNDERLINE the single consonant at the end of this word and CIRCLE the single vowel which comes before the final consonant:

s u b m i t

s u b m (i) t

Now LOOK AT the word submitted

UNDERLINE the ending and CIRCLE the letter that was added in front of the ending.

submit(t)ed

FOOTNOTE 3:

a. This rule does not apply to words of two syllables with the accent on the first syllable

	Two syllable Words	With an ending added
credit	(CRED it)	credited
gallop	(GAL op)	galloping

b. This rule does not apply to words of two syllables which have two vowels before the final consonant.

		With an ending added
contain	(con TAIN)	contained
appeal	(ap PEAL)	appealed

NOTE: The final n is not doubled in the word contain when it becomes contained.

The final l is not doubled in the word appeal when it becomes appealed

c. The rule does not apply when there are two consonants at the end of two-syllable words.

enlist	(enLIST)	enlisted

23. APPLY the rule and ADD endings to the words below: When a word has <u>two</u> parts with the <u>accent on the second part</u> and the word ends in <u>one consonant</u> with only one <u>vowel</u> before it, DOUBLE the final consonant and then ADD the ending. FILL IN the letter that was added before the ending was put on these words: concurred = concur + ___ + ed deferring = defer + ___ + ing	 r r
24. REMEMBER the rule for doubling the final consonant and ADD endings to these words. FILL IN the blank and WRITE the whole word with the ending. (be GIN) begin + __ + ing = begin_____ (re MIT) remit + __ + ing = remit _____	 beginning remitting
25. APPLY the rule for doubling the final consonant and add three different endings to this word **regret** (re GRET). The first one has been done for you. regret + ed = regretted regret + ing = regret _____ regret + able = regret_____	 regretted regretting regrettable

26. COMPLETE these words: (con CUR) concur + ed = _____ (de FER) defer + ed = _____ (sub MIT) submit + ed = _____	 concurred deferred submitted
27. CIRCLE the misspelled word in the list below and WRITE it correctly on the blank provided. refer (re FER) refered referring referral _____	 refered referred
28. CHECK the misspelled word in the list below. If all are correct, CHECK "none misspelled." ☐ submitted ☐ referral ☐ slipper ☐ defered ☐ none misspelled	 defered (should be deferred)

29. PART TWO PREVIEW FRAME In this lesson you will learn how to add the ending <u>ly</u> to words which end in the letter <u>l</u>. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

30.

READ the sentences below. The words you will learn in this lesson have been used in sentences to help you understand what they mean. If the sentences do not clearly relate the meanings to you, refer to the word list at the end of the lesson on **pages 22 and 23.**

1. annually: The Rose Bowl is the place where the annual football playoffs are held.

   The Rose Bowl game is held annually on New Years Day.

2. especially: He gave me a special job to do. I especially liked the job.

3. partially: Did you see the partial eclipse of the sun. On that day the sun rays are partially blocked by the moon.

4. specifically: Sam gave specific directions on the best way to care for hamsters. The directions specifically stated to keep their water jars filled.

5. totally: During batting practice today, Tom gave his total attention to bunting. Tom was totally concerned with his batting skills.

Below are definitions of the underlined words in the sentences above.

MATCH the word with its correct definition. Make certain to COPY the words carefully.

1. completely _____ totally
2. exactly _____ specifically
3. really, particularly _____ especially
4. yearly _____ annually
5. partly _____ partially

31. LOOK AT these words. What is the last letter of each word? Root Words annual especial partial total The last letter is_____ Now COUNT the number of l's when the ending ly is added. Words with Endings annually especially partially totally How many l's in these new words? _____	 the letter l l 2
32. The root word in annually is annual UNDERLINE the root word in each of these words with ly endings. The first one has been done for you. annually partially totally	 annually partially totally

33. When a root word ends in the letter l and the ending begins with the letter l (ly) there will always be a double l in the word. APPLY the rule and ADD ly to these words: accidental + ly = accidental____ final + ly = final_____	 accidentally finally
34. REMEMBER the rule for adding ly to words which end in the letter l: ADD ly to these words. final + ly = _____ real + ly = _____	 finally really
35. The ending ly has been added to the words below. If the new word has been spelled correctly place an x in the blank. If the word is incorrect WRITE it correctly. natural + ly = naturally _____ total + ly = totaly _____ real + ly = really _____	 x totally x

36. NOTICE the word specifically. The root of this word is specific. UNDERLINE the root in this word. specifically The ending is ally How many l's are there in this ending? _____	 specifically 2
37. ADD the ending: specific + ally = _____	 specifically
38. CIRCLE the correct spelling of this word: specificaly specifically	 (specifically)

39. If a word is misspelled WRITE it correctly on the blank provided. If the word is correctly spelled place an x next to it. specific + ally = specifically _____ especial + ly = especially _____ total + ly = totally _____ annual + ly = annually _____ partial + ly = partially _____	 x x x x x
40. REVIEW In the next frames CHECK the misspelled word in the list below. If all are correct, CHECK "none misspelled." ☐ aloted ☐ blurred ☐ deferred ☐ partially ☐ none misspelled	 aloted (should be **allotted**)
41. ☐ annually ☐ beginning ☐ especialy ☐ stopped ☐ none misspelled	 especialy (should be especially)

20

42.

- ☐ especially
- ☐ partially
- ☐ running
- ☐ stopped
- ☐ none misspelled

none misspelled

43.

- ☐ **allotted**
- ☐ hiting
- ☐ remitted
- ☐ submitting
- ☐ none misspelled

hiting (should be hitting)

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

WORD	DESCRIPTION
ANNUALLY	yearly The blossoming of the cherry trees in Washington, D.C. is witnessed annually by thousands of tourists.
ESPECIALLY	particularly I especially enjoy tennis.
PARTIALLY	relating to a part rather than whole, as in partially completing the job or partially filling the page
SPECIFICALLY	precisely, exactly, as in specifically stating the rules and regulations
TOTALLY	completely, wholly, as in totally enjoying the game

WORD	DESCRIPTION
BLURRED (blurry, blurring)	smeared, stained The camera was moved and the picture was blurred.
BEGINNING (begin)	starting, originating At the beginning of the bout, the boxers shake hands.
CONCURRED (concur, concurring)	agreed All the members concurred that the meeting should be adjourned.
SUBMITTED (submit, submitting)	gave in The king submitted to the will of his loyal subjects.
DEFERRING (defer, deferred)	putting off; delaying The team received a penalty for deferring the game too long.
REMITTED (remit, remitting)	to have been released from a penalty, as to have one's sentence remitted; to have made payment, as in sending a remittance for a product
REGRETTED (regret, regretting)	mourned the loss of; to have been sorry for She deeply regretted having missed the chance to meet the queen.
REFERRED (referring, referral)	mentioned or reported or explained He referred to last year's student uprising. directed one's attention to, as in referring to the dictionary

MASTERY TEST

Time started _____

LOOK carefully at the spelling of the words below. In each case, CHECK the appropriate column to indicate whether the word is spelled correctly or whether it is misspelled.

	WORDS	CORRECT	INCORRECT
1.	deferred	☐	☐
2.	submitted	☐	☐
3.	annualy	☐	☐
4.	partially	☐	☐
5.	alotted	☐	☐
6.	remited	☐	☐
7.	begining	☐	☐
8.	totaly	☐	☐
9.	specifically	☐	☐
10.	blured	☐	☐
11.	concurred	☐	☐
12.	especialy	☐	☐

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

MATCHING SENTENCE PARTS

LEVEL: III

UNIT: 6

LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

Up to now we have concentrated on the correct and incorrect ways of saying something; on the ways that do and don't make sense. But a sentence can be perfectly correct, with every comma neatly in place, and still be an ineffective way of telling somebody something. A sentence may lack style.

Sentences are like boxers. They can be like punch-drunk old club fighters, fat and slow, who wheeze and cough as they stumble around the ring. Or they can be like the champ, lean and fast, who takes only a few rounds to do what the club fighter cannot do in fifteen.

Let's take this example. A prize fighter is asked how he stacks up against the other fighters of the day. He answers: "Well, if one considers all the others, and then they are compared to myself, it would appear that I am myself a superior example, and that they cannot be as completely good as I am myself."

To be sure, this is a correct sentence, with a subject and verb, and all punctuation in place. But suppose another fighter were asked the same question, a fighter with a better sense of style. He answers:

"I am the greatest!"

And there you have it. Four words instead of thirty-six, and he has made his point much clearer. Which of these fighters do you think will be quoted in the next day's paper?

In the lessons that follow, you will learn about effective writing, how to recognize it and how to recognize what is ineffective.

You will learn how to put together sentences that come out swinging.

Time completed _____

1.

You have learned that subjects and verbs must match.
A single subject must have a single verb.
A plural subject must have a plural verb.

CHECK the examples below that do not have matching subjects and verbs.

- ☐ Marty, start the car.
- ☐ The men went out to clear the land.
- ☐ Lonely people sat in their rooms.
- ☐ Everyone ate a hearty breakfast before starting on the hike.
- ☐ Charlie were a friendly dog.
- ☐ The soldiers goes to the mess hall at noon.
- ☐ Robins come early in the spring and builds their nests.
- ☐ Learning is a slow process, but are a rewarding one.
- ☐ Working in a machine shop is interesting and is sometimes exciting.
- ☐ Men who are interested in sports usually listen to sports news on the radio and read sports columns in newspapers.

Marty, start the car.

Charlie were a friendly dog.

The soldiers goes . . .

Robins come early . . .

Learning is a slow . . .

2.

This is how to match the time of verbs:

1. FIND the first verb in the sentence.
2. DECIDE if it is past, present or future.
3. FIND the other verbs in the sentence.
4. DECIDE the time of the other verbs.
5. If the time does match, SELECT the correct verb.

PERFORM the above steps on this sentence:

The kids skipped and hop through the field.

STEP 1: What is the first verb? _____ skipped

STEP 2: What is the time of the verb

- ☐ past
- ☐ present
- ☐ future

past

STEP 3: What is the other verb in the sentence?

_____ hop

STEP 4: What is the time of the other verb?

_____ present

STEP 5: If the time of the two verbs does not match, SELECT the correct verb for the sentence:

- ☐ hopped
- ☐ will hop

hopped

3.

CIRCLE the verbs in these sentences. DECIDE the time of the first verb. LOOK AT the other verbs; they MUST BE in the same time to be correct.

Then CHECK the sentences below that have incorrect matching verbs.

☐ Jim ran and will jump all the way to the game.	ran will jump
☐ The cat curled up and sleeps on the floor.	curled up sleeps
☐ Fighting a forest fire is dangerous and had been difficult.	is had been
☐ The bird fluttered and flies around the nest with the eggs in it.	fluttered flies
☐ We all stood and stared at the statue.	

4.

FILL IN the correct tense of the verb in parenthesis in the blanks below:

We danced and _____(sing) all through the night.	sang
He never borrowed nor _____(give) away any money.	gave
Felicia and Flo floundered and _____ (splash) in the shallow water.	splashed
Albert will take pictures and _____(make) recordings while we sit around the campfire.	will make
He finishes the race and _____(begin) another immediately.	begins
The dog finished digging up the bone, and _____(join) the rest of the Collies for a tramp through the field.	joined

5.

CHECK the sentences with verbs that do not match.

☐	Bill came in late, wandered around the room, and finally sit down.	Bill came in late, . . .
☐	She tripped, stumbled, and falls down the stairs, but landed on a soft carpet.	She tripped, stumbled, . . .
☐	She laughed and cried when her husband came home from the war.	
☐	The snow fell and covered the fenceposts.	
☐	Max ran to school, rushes into the classroom, and took his seat.	Max ran to school, . . .
☐	You'll have to break the seal, smash the glass, and ring the alarm.	
☐	Peter and Tony ran, jump and sang.	Peter and Tony . . .
☐	Do you think of me ever, or just goes on your way and forget about me?	Do you think of me ever, . . .
☐	The cops rounded the corner on two wheels, came screeching up the alley, and smashed into the wall.	

6.

You will study more examples of how to match verbs in one part of the sentence with verbs in another part.

First, however, you will study a special part of the sentence -- the introductory phrase. You learned about introductory phrases and clauses in a lesson on commas, and found that introductory clauses always take a comma. Here is an example:

> While not asking for help, John obviously needed somebody to take care of him.

In the following frames you will learn how to find out if the subject of a sentence relates to the introductory clause.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

7.

The sentences below have introductory phrases in the beginning of the sentence, such as "While not asking for help,". In these sentences, the subject is located in the second part of the sentence, AFTER the introductory phrase.

CIRCLE the introductory phrase, and UNDERLINE the subject in each sentence below.

While not asking for help, John obviously needed somebody to take care of him.	While not asking for help, John
Before the tree fell, it creaked like a dry hinge.	Before the tree fell, it
By carefully working with the piston, Fred removed the bearing without damage to the crankshaft.	By carefully working with the piston, Fred
Located on the east coast, Washington, D.C. is the capital of our country.	Located on the east coast, Washington, D.C.
After hearing of the sale, Mrs. Phinney rushed to the store.	After hearing of the sale, Mrs. Phinney

8.

Once you have found the subject, you should decide if it matches the introductory phrase. It is easy to find out if the subject of a sentence relates to the introductory phrase. Just follow this method:

1. FIND the subject. For example, Mary is the subject of this sentence:

   Blowing gently through the trees, Mary walked home through the windy woods.

2. ASK YOURSELF if the introductory phrase relates to the subject. For example, LOOK AT the sentence above. Ask yourself: "Does Mary blow gently through the trees?"

3. If the subject and phrase don't relate to each other, the sentence is wrong. Obviously, it isn't Mary, but the wind that blows gently through the trees, so the above sentence is wrong.

4. If the subject and phrase do relate to each other, the sentence is correct.

CHECK the completer that has a subject to fit the introductory phrase:

While smiling happily,

- ☐ a letter was mailed to Bill's girlfriend .
- ☐ a letter was mailed by Bill to his girlfriend.
- ☐ Bill mailed his girlfriend a letter.

Bill mailed his girlfriend a letter

Without knowing why,

- ☐ the car started rolling down the hill.
- ☐ we saw the car start to roll down the hill.
- ☐ it rolled down the hill while we watched .
- ☐ the car was seen rolling down the hill by us.

we saw the car start to roll . . .

9.

To be correct, the introductory phrase must be RELATED to the subject of the sentence. To determine if a sentence is correct, FIND the subject, then see if the introductory phrase FITS the subject.

In which of the following does the subject fit the introductory phrase?

☐ Wandering around the shop, George found the missing bearing.	Wandering around the shop, . . .
☐ Without wanting anything in return, a good deed had been done.	
☐ Vacantly staring into space, the letter was placed into the mailbox.	
☐ By reading and careful study, George managed to pass the GED exam.	By reading and careful study, . . .
☐ Without thinking, the tree fell on the shack.	

To be correct, an introductory phrase must be _____ to the _____ of the sentence.

related, subject

10.

CHECK the completers below that have a subject that fits the introductory phrase:

Sitting near the center of the table,

- ☐ the hostess walked in and gave the dish to Jean.
- ☐ the dish was given to Jean by the hostess.
- ☐ Jean took the dish from the hostess.
- ☐ the dish was placed next to Jean by the hostess.

Jean took the dish from . . .

Easily ruined by the rain,

- ☐ the dress was quickly put inside the house by Eve.
- ☐ Eve quickly put the dress inside the house.
- ☐ Eve walked inside the house with the dress.
- ☐ she was quickly put inside the house with the dress.

the dress was quickly . . .

10

11.

When a sentence has an introductory clause, the subject must relate to that clause. Sometimes, in long sentences, two subjects appear in the main part of the sentence. That is wrong.

READ this example:

> When I was seventeen, it was a very good year, and I enjoyed it.

The subject that should relate to the introductory clause is "I". But, the sentence has two subjects -- IT and I. This is why the sentence is incorrect, there should only be one subject.

To make the sentence correct, it has to be changed. Here is an example of the same thought expressed correctly:

> When I was seventeen, I had a very good year and enjoyed it.

There are two verbs in this sentence and the subject matches the introductory clause.

CHECK the sentences below in which there is one subject. There can be two verbs, but only one subject.

- ☐ By the way, Claudia will bake the cake and the picnic will be planned by her.
- ☐ If you're not sure, Kelly will buy the tires and mount them on the car.
- ☐ On second thought, the boat will be sanded and painted by you.
- ☐ In preparation for going, you will pack the lunch, and the sails will be unfurled.

If you're not sure, Kelly . . .

On second thought, the boat . . .

12.

Let's correct one of the sentences that had two subjects. READ this sentence again:

By the way, Claudia will bake the cake and the picnic will be planned by her.

This sentence has two subjects, Claudia and picnic. To make it correct, you must choose one of these subject and make it the subject of both verbs. For example, here Claudia is the subject:

By the way, Claudia will bake the cake and plan the picnic.

FILL IN THE BLANK:

Both verbs must have the same _____.

subject

13.

CHECK the proper completion of each sentence below:

In preparation for going, you will pack the lunch,

- ☐ and the sails will be unfurled.
- ☐ and unfurl the sails.
- ☐ unfurling the sails.

and unfurl the sails.

After washing the car, you ought to wax it,

- ☐ and it should be polished.
- ☐ and polishing should be done.
- ☐ and polish it.

and polish it.

When you find two trees together, I'll put in two hooks,

- ☐ and hang up the hammock.
- ☐ and the hammock will be installed.
- ☐ and it will be put up by me.

and hang up the hammock.

14.

Now let's review a moment the rule about matching subjects and verbs.

If a sentence has one subject and two verbs, the verbs must match each other.

For example:

Jack danced, played the drums and studied piano.

This rule is the same when there is an introductory clause. An introductory clause does not change the rule that all the verbs belonging to one subject must match.

Now READ this example:

When he was young, Jack danced, played the drums and studied piano.

CHECK any sentence that is correct:

- ☐ During the night, I listened for the baby and cleaned the house.
- ☐ While she is waiting, she can study the Summary Sheets and reviewed her notes.
- ☐ Even if I had a million dollars, I would still love to drink beer and watched television.

During the night, I . . .

15.

CHECK the most correct completing clause for each sentence below:

If I had my choice, I would return to the store

- ☐ and bought the TV set.
- ☐ and buy the TV set.
- ☐ having bought the TV set.
- ☐ buying the TV set.

and buy the TV set.

Unless you can find the time, we'd better finish the job and

- ☐ covered it up before it rains.
- ☐ covering it up before it rains.
- ☐ cover it up before it rains.
- ☐ will cover it before it rains.

cover it up before it rains.

If you all get a 90 on this test, I'll give you a pass and

- ☐ would help you get into town.
- ☐ helped you get into town.
- ☐ helping you get into town.
- ☐ will help you get into town.

will help you get into town.

If there is a lot of time left, you may turn your test papers over and

- ☐ leaving the room for a break.
- ☐ will leave the room for a break.
- ☐ leave the room for a break.
- ☐ having left the room for a break.

leave the room for a break.

16.

You have to study the parts of a sentence very carefully to match the verbs.

While she washed the dishes, Mary thought about the dance.

This sentence has an introductory group of words that refers to the subject, Mary. You know it is an introductory clause by the key word while. The question you must answer is: How does the time of verb in the introductory clause relate to the time of the other verb in the sentence?

LOOK at the key word while. While means at the same time. Therefore the verbs should be of:

- ☐ the same time
- ☐ different times

the same time

17.

Here is an example of an incorrect sentence. It has two parts -- an introductory clause and the main part of the sentence:

> As he thought about the problem, Jack becomes more and more convinced that it couldn't be solved.

LOOK AT the key word as. It means that while Jack was doing one thing, he was doing the other at the same time.

Therefore, the verbs should be of:

- ☐ the same time
- ☐ different times

the same time

Now, LOOK AT the verb in the introductory clause. It is a past verb. LOOK AT the verb becomes in the main part of the sentence. Becomes is a present verb. Therefore, the sentence is incorrect

CHECK the correct form of the verb:

- ☐ became
- ☐ will become

became

18.

The time of the verb in the introductory clause tells you what the time of the verb in the completing clause should be.

CHECK the sentences that are correct.

- ☐ During the time he traveled, he was not able to study.

During the time he traveled, . . .

- ☐ After he filled the tank with gas, he washes the windshield.
- ☐ Even when he sleeps, he talked.
- ☐ When I was a child, I liked peanut butter and jelly; now, I hate it.

When I was a child, . . .

19.

Here is a summary of what you have learned so far. You may take this page and put it in your notebook.

RULE 1. Subject and verbs must match.

incorrect: Mr. James and Mr. Harrison was sitting at the conference table.

correct: Mr. James and Mr. Harrison were sitting at the conference table.

RULE 2. When there is an introductory phrase or clause in a sentence,

a. the subject must match the introductory clause

incorrect: While the doctor bathed the wound, the patient was comforted.

correct: While he bathed the wound, the doctor comforted the patient.

b. there must be only one subject

incorrect: While he bathed the wound, the doctor talked to the patient and the patient was comforted.

correct: While he bathed the wound, the doctor talked and comforted the patient.

RULE 3: The verbs must match the subject even when there is an introductory phrase.

incorrect: While smiling happily, a letter was mailed to Bill's girlfriend.

correct: While smiling happily, Bill mailed a letter to his girlfriend.

NO RESPONSE REQUIRED

GO ON TO NEXT FRAME

20. The last part of this lesson will teach you a special problem to consider when you match verbs. READ the following frames carefully. NO RESPONSE REQUIRED	 GO ON TO THE NEXT FRAME
21. READ this example: During my childhood, many cities were lived in by me and I went to various schools. You know it is wrong because there are <u>two</u> subjects after an introductory clause. Let's examine the second part of the sentence closely. A. many cities were lived in by me B. I went to various schools In part A, the subject, <u>the cities</u>, did <u>not</u> do anything. Something was done to them -- they were lived in. Therefore, part A uses a <u>being done</u> verb. In part B, the subject I <u>does</u> something. The subject <u>went</u> to various schools. Therefore, part B uses a: ☐ doing verb ☐ being done verb	

22.

As a rule, expression is more effective when doing verbs are used in place of being done verbs.

A verb ia a doing verb if the subject DOES THE ACTION. For example, you call has a doing verb, because the subject you is doing the calling.

A verb is a being done verb if the subject is ACTED UPON. For example, you are called is a being done verb, because somebody else is calling you; you, the subject, are not doing the action.

CIRCLE the doing verbs and UNDERLINE the being done verbs:

I ran	ran
You were called	were called
George was teased	was teased
You shout	shout
Abe chops	chops
The wood is chopped	is chopped
The book is read	is read
We shopped	shopped
They thought	thought
Jimmy was pampered	was pampered

23.

Here is a fourth rule to copy onto the summary page that you were given earlier. You will find space on the bottom of that page.

RULE 4: Being done verbs are usually ineffective ways to express something.

incorrect: Laughing and crying at the same time, she untied the ribbon and the present was opened by her.

correct: Laughing and crying at the same time, she untied the ribbon and opened the present.

AFTER COPYING THIS RULE, GO ON TO FRAME 24.

24.

Being done verbs are often unclear, and sometimes make a sentence confusing. Doing verbs are usually the best way to express something.

CHECK only the sentences below that contain doing verbs:

- ☐ We were taken to the train station.
- ☐ George marked a chalk line on the cement. — George marked a chalk . . .
- ☐ During his later years, he enjoyed his neighbors and was liked by them.
- ☐ Fortunately, we caught a train and made our way to the mountains. — Fortunately, we caught . . .
- ☐ At the most, we could lend you $10 and help you home. — At the most, we could . . .
- ☐ Ever since we won the contest, we have had lots of money and have been entertained by our friends.
- ☐ Until the game is finished, the team won't make a statement or talk to the press. — Until the game is finished, . . .

25.

CHECK the correct ending for each sentence below:

Until I see you, be good

- ☐ and stay in school.
- ☐ and be kept in school. — and stay in school.

Before we left the circus, the midget danced

- ☐ and was told some jokes.
- ☐ and told some jokes. — and told some jokes.

In spite of himself, the old man twinkled his nose

- ☐ and dashed up the chimney. — and dashed up the chimney.
- ☐ and was dashed up the chimney.

26.

REVIEW FRAME

Now let's review what you've studies in this lesson. CIRCLE what is wrong with each sentence given and EXPLAIN the error.

Rattling and belching clouds of smoke, Peggy drove the car to the garage.

_____

Peggy

The introductory phrase is not related to the subject of the sentence.

(or equivalent response)

(If you missed this answer, re-read Frames 8 and 9.)

If you were to come to Oklahoma, you could stay with me and will enjoy it.

_____

will

The verbs in the completing clause are not of the same time.

(or equivalent response)

(If you missed this answer, re-read Frames 2 and 3)

If I'm lucky, I will find the right girl and she will be married by me.

_____

she
be married by me

There are two different subjects; (I and she) there should be only one. Also, a <u>being done</u> verb is used instead of a <u>doing</u> verb.

(or equivalent response)

(If you missed this answer, re-read Frames 11, 12; and 21, 22, 23.)

Unless you're sure of what you're doing, the TV shouldn't be adjusted by you.

_____

be adjusted by you

A <u>being done</u> verb is used in the completing clause. A <u>doing</u> verb should be used instead.
(or equivalent response)
(If you missed this answer, re-read Frames 21, 22, 23.)

27.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

AGREEMENT OF PARTS OF SENTENCE	When a sentence has more than one part (phrase or clause) the subject and verbs of the two parts have to agree.
TIME AGREEMENT	INCORRECT: The people who voted for president were surprising that their candidate was not elected. ERROR: The verbs in the completing clause are not of the same time. CORRECT: The people who voted for president were surprised that their candidate was not elected.
UNITY OF SENTENCE	INCORRECT: Shaving with an electric razor, he liked horseback riding. ERROR: The introductory phrase is not related to the subject of the sentence. CORRECT: Shaving with an electric razor, he cut himself less frequently.
BEING DONE AND DOING VERBS SHOULDN"T BE MIXED	INCORRECT: When he walked into the bar, several guys were said hello to by him. ERROR: The first clause has a being done verb, the second has a doing verb. CORRECT: When he walked into the bar, he said hello to several guys.
SUBJECT AGREEMENT	INCORRECT: He needed money and so a loan was taken out by him. ERROR: There are two different subjects in one sentence. CORRECT: He needed money and so he took out a loan.
CONNECTIVES	When two complete sentences are joined together to make one long sentence, connective terms are used. These connective terms have different meanings and therefore can change the meaning of a sentence. Some connective terms have the same meaning and can be used interchangeably.

MASTERY TEST

Time started _____

1. CHECK the sentence that has correctly matched verbs:

   a. ☐ While she runs, she thinks of how late she is.

   b. ☐ While she runs, she thought of how late she is.

   c. ☐ While she ran, she thinks of how late she is.

2. CHECK the sentences that are incorrect.

   a. ☐ Mary and Phyllis giggled, whispered, and hold hands all day.

   b. ☐ Marvin just stood there and smiled while we will look at him.

   c. ☐ Alvin smiled, ducked and choked down a sigh.

3. READ the following sentences and LOOK at the underlined verbs. CHECK the choice under the sentence that gives the correct form.

   The children and their teacher went to the museum, looked at the paintings, and have a good time.

   a. ☐ have

   b. ☐ has

   c. ☐ had

4. Last summer we have a nice time at the beach.

   a. ☐ have

   b. ☐ has

   c. ☐ had

5. Which of the following endings does NOT complete the sentence correctly?

He completed his high school education and

a. ☐ decided to join the army.

b. ☐ joined the army.

c. ☐ joining the army.

d. ☐ became a member of the armed forces.

e. ☐ he chose the army as a career.

6. Which of the endings best completes the sentence?

Located in Arizona,

a. ☐ 1600 boys made up the largest Job Corps Conservation Center.

b. ☐ the largest Job Corps Conservation Center had 1600 boys.

c. ☐ the number of boys at the Center was 1600.

d. ☐ None of the above endings is correct.

7. Which phrase best completes the sentence?

If I had my choice, I would buy a motorcycle

a. ☐ and use it on weekends.

b. ☐ having used it on weekends.

c. ☐ having made use of it on weekends.

d. ☐ and will use it on weekends.

SB

8. Select the clause that most effectively completes the sentence.

During his youth,

a. ☐ many countries were visited by him and he went to various museums.

b. ☐ he visited many countries and went to various museums.

c. ☐ he visited many countries and various museums had him as a visitor.

d. ☐ he visited many countries and various museums were visited.

9. Select the clause that best completes the sentence.

By carefully observing the way the mechanic took the car apart,

a. ☐ Fred's car was fixed by what he learned.

b. ☐ what Fred learned enabled him to fix his own car.

c. ☐ Fred learned enough to fix his own car.

d. ☐ None of the above phrases is correct.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

USING THE RIGHT SENTENCE CONNECTIVES

LEVEL: III

UNIT: 6

LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

57 A

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. The way in which the parts of a sentence are arranged affects the sentence's meaning. The way the parts of a sentence are connected to one another also affects meaning. Special words and phrases are used to connect two parts of a sentence. For example, READ this sentence. The connecting words are underlined. Because I liked the car so much and since I was new in the city, I decided to rent garage space even though I was protected by insurance. The premium was high but it made me feel safer about damage. Underline the connecting word in each sentence below. I like Eva because she is pretty. I like her but she is sometimes irritating.	 because but
2. If you took out connecting words in many sentences and passages, the sentences would not make much sense. You would not know how the different parts of the sentence should be connected with one another. Here is the same passage you read in Frame 1. The connecting words have been replaced with blanks. _____ I liked the car so much _____ I was new in the city, I decided to rent garage space _____ I was protected by insurance. The premium was high _____ it made me feel safer about damage. Why is the passage unclear? ☐ The words that connect the separate parts are missing so we are not sure what the sentence means. ☐ The words are too hard to understand and the sentences are too long.	 The words that connect the . . . .

3. Two short sentences or phrases may be joined together by connecting words to make a new, longer sentence. For example, READ these short sentences: He wanted to go to the baseball game. He didn't feel well. He stayed home. All three sentences are joined together to form one long sentence below: He wanted to go to the baseball game but he didn't feel well, so he stayed home. CIRCLE the connecting words in the long sentence above.	(but) (so)
4. But, so, and and are connective words or connectives. The two sentences below are exactly the same, except that they use different connectives. He wanted to go to the movies and he felt like doing something exciting but he stayed home. He wanted to go to the movies but he felt like doing something exciting so he stayed home. The first sentence says that he wanted to go to the movies since he wanted to do something exciting, but he stayed home instead. The second sentence says that he stayed home because he would rather do something exciting than go to movies. Can connecting words change the meaning of a sentence? ☐ yes ☐ no	yes

5. The two sentences below are the same except that they use different connectives. He wanted to watch television so he went out that night. He wanted to watch television but he went out that night. Which sentence says that he went out that night so he could watch television? ☐ sentence 1 ☐ sentence 2 Which sentence says that he went out even though he wanted to watch television? ☐ sentence 1 ☐ sentence 2	sentence 1 sentence 2
6. READ these sentences: Henry enrolled in a Job Corps Center. His purpose in doing this was to get job training. He also wanted to complete his high school education. Which single sentence below <u>accurately</u> summarizes the sentences above? ☐ Henry enrolled in a Job Corps Center so that he could get job training and education. ☐ Henry enrolled in a Job Corps Center and he wanted to get job training so he could get more education.	. . . so that he could get . . . .

7. Connectives explain the relation that two parts of a sentence have to each other. For example: I spent a great deal of money; <u>consequently</u>, I was broke. The connective <u>consequently</u> means <u>as a result of</u>. Now you can figure out that the sentence says: ☐ he was broke before he spent the money ☐ he borrowed money to spend after he was broke ☐ he spent all his money and then became broke ☐ somebody else spent his money and so he became broke	he spent all his money . . .
8. <u>Consequently</u> is a short way of saying that one thing happened <u>as a result of</u> something that happened before it. Jack had trouble reading the map; <u>consequently</u>, he arrived an hour late. The above sentence tells you that: ☐ Jack was late as a result of being unable to follow the directions ☐ Jack had trouble following the directions because he was an hour late ☐ Jack was late following the directions	. . . result of being unable . . .

9. Sometimes by reading the first part of a sentence, you can infer how it will be related to the second part. The first part will suggest to you what connective to use. READ the two parts of this sentence. A For two months I ate candy and never brushed my teeth B the dentist found I had many cavities These two parts have to be connected. In order to decide whether "consequently" is the correct connective, you have to ask whether the second part of the sentence states something that could happen as a result of the first part. Is consequently the correct connecting word to join Part A and Part B? ☐ yes ☐ no	yes
10. Sometimes the first part of a sentence is so strong that it practically shouts out what connecting word is needed. If the wrong connective were used, the sentence would make no sense at all. Whenever consequently is used, the action described in the second part of the sentence has to be a result of the action in the first part. Which of the sentences below makes sense? ☐ I lost my wallet with all my money; consequently, I bought a new suit. ☐ The government decided to make an all out effort to win the war; consequently they stopped manufacturing weapons. ☐ He always ate too much; consequently, he was very overweight.	He always ate too much; . . . .

11. Consequently is a short way of saying that one thing happened as a result of an event that occurred <u>before</u> it. READ these sentences: A I learned what I had to know to pass and <u>as a result</u> I passed the test. B I passed the test; <u>as a result</u>, I learned what I had to know to pass. In which sentence could consequently be substituted for the underlined phrase? ☐ sentence A ☐ sentence B	sentence A
12. In which sentence is <u>consequently</u> used correctly? ☐ He stayed at the Job Corps camp for two months; consequently he moved to another city. ☐ Congress passed a bill for a tax increase; consequently, Congressmen voted on the bill. ☐ He bought more expensive clothes than he could afford; consequently he found himself in debt. ☐ He passed his driver's test and got a license; consequently, he couldn't drive.	He bought more expensive . . . .

13. The meaning implied by consequently can also be expressed by the connecting words therefore and and so. CROSS OUT the word consequently in the sentences below and above it write either therefore or and so. The first one is done for you. I was very weak; ~~consequently~~, I couldn't work. I hated the guy; consequently, I started a fight with him. He worked on the engine until it was fixed; consequently, he was very pleased with himself. He knew he wasn't tall enough to play basketball; consequently, he went out for baseball. They knew what they wanted employees to do; consequently they taught them the rules as soon as they came in. She paid more than she could afford for rent; consequently, she didn't have enough money for food. They studied to pass the GED exams; consequently they did.	 and so, therefore and so, therefore therefore, and so therefore, and so and so, therefore and so, therefore
14. LOOK at these connectives: therefore consequently and so When you see any of these connectives in a sentence, you know that the actions in the: ☐ second part of a sentence result from action in the first part of the sentence ☐ first part are the result of actions in the second part	 second part of a sentence . . .

15.

CHECK any of the following sentences in which a connective is used incorrectly.

- ☐ It was my first time on ice skates and so my knees weren't steady.
- ☐ He knew what he wanted therefore he decided what he wanted.
- ☐ It was his first day at his new job; consequently, he knew exactly what to do.
- ☐ I like to gamble and so I play cards.
- ☐ Jean was stronger than her sister and therefore her sister could easily beat her up.
- ☐ He became a father; consequently, he had a son.
- ☐ He worked hard to become rich and so he was.

He knew what he wanted . . . .

It was his first day . . . .

Jean was stronger . . . .

He became a father; . . . .

16.

The connectives because and since introduce a part of a sentence that explains what happened in the other part. They give the reason that something happened.

Here is an example of the way because and since should be used.

He needed a new battery because his radio was broken.

He went to the store since he needed food.

CHECK the sentence in which the connective is used correctly.

- ☐ He was a good student because he didn't know how to fix the car.
- ☐ He gave the right answer since he didn't know the question.
- ☐ He played basketball well because he was a good athlete.
- ☐ He arrived at the top floor because he walked down the stairs.

He played basketball . . . .

17.

Because and since say that one part of the sentence happened due to the fact that the other happened.

A He didn't eat dinner because he wanted to gain weight.

B He didn't eat dinner since he wanted to lose weight.

Which sentence uses a connective incorrectly?

- ☐ sentence A
- ☐ sentence B

sentence A

18.

What comes after the word <u>because</u> must be the <u>cause</u> or reason for what came before it.

CHECK any sentence that uses <u>because</u> correctly?

- ☐ He felt well because he was healthy. — He felt well . . . .
- ☐ The doctor knew he was sick because he had health insurance.
- ☐ The autumn was not too cold since it came after the winter.
- ☐ He was a criminal since he had his picture taken.
- ☐ My mother died because she had a bad heart. — My mother died . . . .

19.

It is easy to confuse the <u>reason or cause</u> of something with the <u>effect or result</u> of it.

<u>Because</u> and <u>and since</u> are used oppositely than <u>consequently</u>, <u>therefore</u> and <u>and so</u>.

CORRECT : He liked the house because it was familiar to him.

INCORRECT: He liked the house; consequently, it was familiar to him.

MATCH the connecting words with the phrases that express their meaning.

A. as a result of — 1. _____ consequently — A, D, E

B. caused by — 2. _____ because — B, C

C. for the reason that

D. and so

E. therefore

20.

The reason for (or the cause of) an event happens before the event.

The result or effect of an event happens after the event.

Here are two events:

A. I light the match.

B. The match bursts into flame.

CHECK the sentences that are true.

- ☐ Event A is the cause of Event B.
- ☐ Event B is the cause of Event A.
- ☐ Event A is the result (effect) of Event B.
- ☐ Event B is the result (effect) of Event A.

Which statement should begin with consequently?

- ☐ I light the match.
- ☐ The match bursts into flame.

Which statement should begin with because?

- ☐ I light the match.
- ☐ The match bursts into flame.

Which statement should begin with as a result of?

- ☐ my lighting the match
- ☐ it bursts into flame

Event A is the cause of Event B

Event B is the result . . . .

The match bursts into flame.

I light the match.

my lighting the match

21.

Because may occur either in the middle or at the beginning of a sentence.

To decide whether because has been used correctly, try to decide whether the phrase beginning with because gives a reason or cause for the other part of the sentence.

CHECK the sentences in which because is used incorrectly.

- ☐ Because he was late, she was very irritable.
- ☐ Because a fire had broken out, the furniture was expensive.
- ☐ Because I was tired, I played football for six hours.
- ☐ It is probably a good car because it had an excellent reputation.
- ☐ He had a right to vote because he was a citizen.

Because a fire . . . .

Because I was tired, ...

22.

The connectives in the sentences below are underlined. Under each sentence other connectives are listed. If the connective in the sentence is wrong, CHECK the word that should replace it. Sentences A, B and C below make up a paragraph. The best way to do this exercise is to READ ALL OF THE SENTENCES to get the meaning of the paragraph. Then, go back and pick out the right connectives.

A. Because he knew that Mr. Smith had a good business sense, Jim took Mr. Smith's advice and invested all his money and time in the new business venture.

- ☐ consequently
- ☐ therefore
- ☐ right as is

right as is

B. Consequently, he learned a great deal.

- ☐ and since
- ☐ because
- ☐ right as is

right as is

C. Since he was able to open his own business, and so he did.

- ☐ because
- ☐ therefore
- ☐ right as is

therefore

23.

The connective however indicates that whatever follows it contradicts (goes against) or adds a second thought to what has already been stated.

However and on the other hand mean the same thing. for example,

> Louis likes the job; however, he thought he should be earning more money.

The above sentence is a short way of saying:

- ☐ liking the job was a good reason for Louis to think that he should be earning more
- ☐ as a result of liking the job, Louis thought he should be earning more money
- ☐ Louis enjoyed the job, but that didn't stop him from thinking that he deserved more money

Louis enjoyed the job, . . .

- ☐ Louis liked the job; consequently, he thought he should be earning more money

24.

In which of the following sentences could however correctly replace the blank?

- ☐ They grew up together; _____ they lived in the same town.
- ☐ He lost his money by gambling; _____ it didn't bother him.

He lost his money . . . .

- ☐ He knew how to drive; _____, he got scared in heavy traffic.

He knew how to drive . . . .

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25.

But, although, and yet are words that, like however, go against what has already been stated.

CHECK any statement which uses an incorrect connective.

- ☐ I wanted the drink; however, I knew I had to drive home.
- ☐ Although he was good natured, people didn't like him.
- ☐ He went to church regularly; yet he didn't contribute any money.
- ☐ They liked the farmer; however, they didn't trust him.

26.

FILL IN the blanks at the left with the words on the right.

He was rich; _____ he had a lot of money.	consequently	because or consequently
	because	
He knew what he had to do _____; he wasn't sure how to do it.	however	however, but, yet
	but	
_____ he passed the exam, he was kicked out of school.	yet	Although
	although	
He was kicked out of school and had no place to go; _____ he enlisted in the army.		consequently
We went home, _____ he wasn't there.		but, however
We wanted to spend the evening together _____ there was no place to go.		but, yet

27.

CHECK any sentence which is incorrect.

☐ He wanted to see her often, but she was leaving for another city.	
☐ Although they liked each other, consequently they didn't speak the same language.	Although they liked . . . .
☐ He liked New York City; however, he had never lived there.	
☐ He tried very hard; yet he could not learn physics.	
☐ Since there was a war, men were drafted into the army.	
☐ There was a war yet men were drafted.	There was a war . . . .

28.

The simplest way to connect two parts of a sentence is by using the word and. Moreover, besides and and also are other ways of saying that what follows is an addition to what has been said.

These words don't tell you as much about the relation between two parts of a sentence as the other connectives you learned.

They indicate that what follows is another thought, almost an after-thought added to what has already been stated. It is almost a way of saying "I finished the sentence, but I just thought of something else to add, so I'll attach it."

Here are groups of phrases. CONNECT them by using moreover, besides or and also.

He looked around; _____
he saw all the people.

They practiced making their beds;
_____ they changed the linens
themselves.

Everyone worked overtime; _____
they got paid extra money.

They earned a lot of money; _____
they owned a house.

He learned how to use a chainsaw to cut trees;
_____ he knew the names of
several trees.

You could have written:

moreover

besides

and also

for all of the sentences.

29.

The connective term for instance means for example. It is used to introduce an example or illustration of what has already been stated.

In this sentence, for instance is used correctly:

He was an exceptional worker; for instance, he accomplished three day's work in only one.

CHECK the sentence that uses for instance correctly.

☐ He liked to work; for instance, he liked to rest after he was done with work.

☐ Joe has a bad temper; for instance, the other day he threw an ashtray at his wife.

Joe has a bad temper; . . . .

30.

FILL IN the blanks in the sentences below with moreover, besides or for instance.

He was very smart; _____ he was able to solve hard math problems.

for instance

He changed the tire; _____ he bought a spare tire.

besides or moreover

They bought meat for the week; _____ they bought candy and cake.

moreover or besides

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

Consequently As a result of And so Therefore	CORRECT: I decided to stay at the job; consequently, I got a raise.
Because Since	CORRECT: I decided to stay at the job because I knew I would make more money.
However On the other hand But Yet Although	CORRECT: I decided to stay at the job; however, I knew I would not make any more money.
Moreover Besides And also	CORRECT: I decided to stay at the job; moreover, I learned how to type.
For instance	CORRECT: I decided to stay at the job; for instance, I worked overtime several nights.
EFFECTIVE EXPRESSION	A sentence can make sense and be punctuated correctly and yet not be alive. A sentence that is easy and pleasant to read (even aloud) is <u>effective</u>, that is it makes what it has to tell sound interesting, exciting and clear. Sentences that are verbose or awkwardly arranged are not effective.
VERBOSE	A verbose sentence is one that uses extra, unnecessary words. What it has to say could be said more simply. VERBOSE: He passed the test by giving a lot of correct answers and because he passed the test he received a certificate. EFFECTIVE: He passed the test and received a certificate. A sentence that says the same thing twice is verbose. VERBOSE: The Florida oranges tasted different and they had a special flavor.

MASTERY TEST

Time started _____

'78

1. CHECK the phrase that completes this sentence correctly.

He knew he needed money to keep his car in good shape;

a. consequently, he applied for a second job.

b. moreover he began to work an extra job.

c. because he applied for an extra job.

d. for instance, he applied for an extra job.

SELECT the best choice for the underlined words.

James worked overtime at the hospital <u>but</u> (2) he knew there was an emergency. <u>For instance</u> (3), he received a promotion <u>therefore</u> (4) of his good work.

2. a. because

b. but

c. however

3. a. although

b. for instance

c. consequently

4. a. because

b. therefore

c. moreover

COMPLETE the sentences below by using the connectives on the right.

5. He moved to a new city _____ his family moved.

6. They had gone to school together _____ they had forgotten each other's names.

7. He is the only one in the dormitory who cannot reach the light bulb._____ he must be the shortest person in the dormitory.

yet

since

therefore

besides

for instance

Time Completed_____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

MORE WAYS TO MAKE SENTENCES EFFECTIVE

LEVEL: III

UNIT: 6

LESSON: 4

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME This lesson will teach you a few ways to make your sentences more clear. When a sentence tells a story very clearly as well as accurately, it is effectively written. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. If a sentence has several parts, it is generally more effective if the parts are arranged in the order that the actions occurred. The following sentence has three parts. They are underlined. His shoes were torn, so he took them to the shoemaker and had them repaired. What happened first? ☐ he had his shoes repaired ☐ he took them to the shop ☐ his shoes were torn What happened last? ☐ he had his shoes repaired ☐ he took them to the shop ☐ his shoes were torn	his shoes were torn he had his shoes repaired

3. This sentence is composed of several parts. The doctor gave him the pills, examined him thoroughly and told him what was wrong with him What part should come first in this sentence? ☐ he doctor told him what was wrong ☐ he doctor examined him ☐ he doctor gave him pills	the doctor examined him
4. When a sentence is arranged in the correct order, unnecessary phrases can be eliminated. The sentence becomes more effective. The two sentences describe the same events. 1. After he graduated from high school he became a good sailor when he enlisted in the Navy. 2. After he graduated from high school, he enlisted in the Navy and became a good sailor. Which sentence is more effective? ☐ Sentence 1 ☐ Sentence 2	Sentence 2

5. READ the sentences below. A. They put up barricades so they didn't panic when there was a storm because they were trained to protect their property. B. Because they were trained to protect their property by putting up barricades, they didn't panic when there was a storm. Which sentence follows the order in which the events occurred? ☐ A ☐ B Which of sentence is more effective? ☐ A ☐ B	B B
6. Which of these sentences is/are arranged properly? ☐ He typed without looking at the keys after he learned how to type, then typed his paper without looking at the keys. ☐ He typed his paper without looking at the keys. He learned how to type well enough so that he didn't have to look at the keys. ☐ After he learned how to type so well that he didn't have to look at the keys, he typed his paper.	After he learned how to type . . .

7.

READ this sentence:

> The house at the river's edge has been abandoned for 6 years, and all the windows were broken, but the barn is in good shape because it was very well built in 1905 and was repaired many times until the great hurricane of 1962 forced the present owners to abandon the house.

Is this sentence arranged properly?

- ☐ yes
- ☐ no

no

Is the sentence too long?

- ☐ yes
- ☐ no

yes

8.

Sometimes we combine two or more sentences to make one long sentence. There is no rule for telling when a sentence has become too long, but see if you can tell which of the following is too long and should be broken up into shorter sentences.

CHECK the sentences which you think are too long:

- ☐ Dan has a beard.
- ☐ Dan has a beard, but Don doesn't.
- ☐ Dan has a beard, but Don doesn't and Jeff is going to raise one.

. . . and Jeff is going to . . .

9. CHECK the sentence which is too long: ☐ When the fish which we had caught were fried they were ready to eat but did not taste good, so we did not eat it. ☐ The fish we fried tasted good. ☐ We did not eat the fish we fried although it tasted good.	When the fish which we had . . .
10. When a sentence is too long, it should be broken up into two or more sentences. BREAK this sentence up into three shorter sentences: We had a large party but the people we invited did not show up, although many of their friends arrived.	We had a large party. Many of the people we invited did not show up. Many of their friends arrived.
11. BREAK this sentence into three shorter sentences. The trumpet player who had not read his music, but who thought he should play his trumpet, played at the wrong time.	The trumpet player had not read his music. He thought he should play his trumpet. He played at the wrong time.

12. When you feel that a sentence is too long, break it up into smaller ones. Sometimes you break up a sentence into smaller sentences when the parts do not fit together. Which of these sentences has parts which do not fit together? ☐ The chair was too low, so he sat somewhere else. ☐ The chair was too low, and the barn was full of cows.	. . . and the barn was full of . . .
13. Which of these sentences nas parts which do not fit together? ☐ The sky was cloudy; we went home quickly. ☐ The oranges tasted good; we didn't hear the bell.	The oranges tasted good; . . .
14. BREAK up the sentences which are either too long or whose parts do not fit together. A box of chocolates was found in the train that we were on but it was not for us and so we did not have any but we would have liked some. Here we are; this must be the place. A radio is playing; the frogs are croaking.	A box of chocolates was found in the train. It was not for us. We did not have any. We would have liked some. A radio is playing. The frogs are croaking.

15.

A sentence that uses too many words is verbose.

The following phrase is an example of ineffective word usage because it repeats the same idea.

only ability alone

Only and alone are saying the same thing in this phrase.

The phrase below is verbose.

little tiny girl

UNDERLINE the two similar words.

little, tiny

16.

Which sentence is not verbose?

- ☐ Suddenly he was shocked and fell silent.
- ☐ A huge big storm blasted the trees.
- ☐ He was extraordinarily successful.

He was extraordinarily successful.

17.

A verbose phrase:

- ☐ uses too many words
- ☐ uses long words
- ☐ uses words that mean the same thing

uses too many words

uses words that mean the . . .

18.

Which sentence is verbose?

- ☐ The final result was a surprise.
- ☐ Surprisingly, they finished.

The final result was a surprise.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

	EFFECTIVE: The Florida oranges had a special flavor.
AWKWARD	A sentence may be awkward because it is too long. It would be more effective if it were broken into shorter sentences. INEFFECTIVE: (Too long) Before the party they went to dinner, drove in the country, and washed up and changed their clothes and were ready to have a good time. EFFECTIVE: They went to dinner and drove in the country. After that, they washed up and changed their clothes for the party. They were ready to have a good time. A sentence may be awkward because its parts don't fit together. INEFFECTIVE: (Parts don't fit together) While listening to the band, the harvest season had arrived. EFFECTIVE: While listening to the band, I fell asleep. Before the farmers realized it, the harvest season had arrived. A sentence may be awkward because its parts are in the wrong order. INEFFECTIVE: (Parts in wrong order) I had seen the movie and thought it was good with a friend in another town. EFFECTIVE: I had seen the movie with a friend in another town and thought it was good.

MASTERY TEST

Time started _____

1. Choose the ending that best completes this sentence.

   A month before Christmas, they decided

   a. ☐ to open a savings account, gradually money for presents.

   b. ☐ having a savings account, money for presents.

   c. ☐ to open a savings account so they would have money for presents.

   d. ☐ opening a savings account and they would have money for presents.

2. Which of the following expresses the thought most effectively?

   a. ☐ They packed their bags, went on a trip and realized on the trip that they had taken too little.

   b. ☐ When they went on the trip they realized that they had packed too little in their bags, they didn't have enough.

   c. ☐ They had packed too little in their bags and when they were on the trip, they realized this.

   d. ☐ Their bags were packed with too little; on the trip they realized they didn't have enough.

3. How is this thought expressed most effectively?

   a. ☐ Charles liked music so he went to the local jazz club and asked the drummer to teach him how to play the drum and when the drummer said he would, Charles was very happy.

   b. ☐ The drummer of the local jazz club offered to teach Charles how to play the drums, and so he was happy because he liked music.

   c. ☐ Because Charles liked music very much, he asked the drummer of the local jazz band to teach him how to play. Charles was happy when the drummer agreed.

   d. ☐ Charles asked the drummer of the local jazz band to teach him how to play because he liked music so much. The drummer agreed and Charles was very happy.

4. Which sentence is an example of ineffective word usage?

a. ☐ He was the favorite singer that all the teenagers in the country liked best.

b. ☐ He was the teenager's favorite singer.

c. ☐ He was chosen as the most popular singer by the majority of teenagers.

d. ☐ A nationwide poll showed that he was the singer most liked by all teenagers.

5. Which of the sentences could be considered verbose?

a. ☐ Before he decides to buy something he checks his bank account to ascertain his current balance, he decides whether he really needs the item and he compares the price of the item in various places.

b. ☐ Before he decides to buy something he weighs several factors: income, savings, necessity and availability.

c. ☐ Before he decides to buy something, he checks his money and his desire and he compares the price of the item in various places.

d. ☐ Before he buys something, he balances his desire against his income and then checks into current prices.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

LAST OF THE CONFUSING WORD PAIRS

LEVEL: III

UNIT: 6

LESSON: 5

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. PREVIEW FRAME This lesson will introduce some more word pairs which confuse many people. You will learn how to tell which word of a pair you should use.	
2. Here are two words which are often confused with one another: principle and principal WRITE down the last three letters of each of those words: ___ ___	 ple pal
3. The word Principal has several meanings. One meaning is the head of a school, that is the principal of a school. You can remember that by the last three letters: PAL. Think of the principal of a school as a PAL to the students, and you will not use the other word by mistake. Just for practice, FILL IN the correct word: (use PRINCIPLE or PRINCIPAL) The teachers greeted the _____ on the first	 principal
4. Another way of using Principal, is as a substitute for the words MAIN or CHIEF. Instead of saying The Main Part Of The Job Was Cutting Up The Wood, you could say, The Principal Part of The Job Was Cutting Up The Wood. Change the following sentence, using the word PRINCIPAL: The chief idea in his speech is that all men are brothers.	 The PRINCIPAL idea in his speech is that all men are brothers.

5. When the word is spelled with a PLE ending, it is substituted for the word RULE or IDEA. (PRINCIPLE and RULE end with the same two letters. Use PRINCIPLE in this sentence: Always remember the rule that pride comes before the fall.	Always remember the PRINCIPLE that pride comes before the fall.
6. Remember, PAL is the ending for the word that means MAIN or CHIEF or HEAD ("I hope that the PRINCIPAL will like me."). PLE is the ending for the word that means RULE or IDEA. FILL IN the blanks with either PRINCIPAL or PRINCIPLE. The _____ cause of the teachers' strike was the anger of the teachers towards the _____. The teachers were fighting for the _____ that teachers should have more to say about how the school is run.	Principal Principal Principle
7. FILL IN princiPLE or princiPAL for the following sentences Welfare legislation is based on the _____ that the government should share the responsibility for the welfare of each of its citizens. The _____ beneficiaries (the people who benefited the most) were those whose _____ source of income is the daily wage. There are those, however, who do not agree with that _____.	princiPLE princiPAL princiPAL princiPLE

8. Instead of the word RULE, you can use the word: ☐ principle ☐ principal (Rule and principle end with the same two letters.)	principle
9. Instead of the word CHIEF or MAIN, we can often use the word: ☐ principle ☐ principal	principal
10. Two words which sound alike are FORMERLY and FORMALLY. In order to know which to use, think of this: FORMERLY comes from the word FORMER (which means past). For example, if a man used to be the principal of a school, he is the FORMER principal of the school. FORMALLY comes from the word FORMAL which means "using a certain form of dress or behavior." FILL IN each of the following blanks with FORMERLY or FORMALLY: John is my roommate. Ed, who was _____ my roommate, greeted John very _____. John, who was _____ very polite, was now very insulting.	formerly formally formerly

11. FILL IN the blanks with FORMALLY or FORMERLY. Now, we dress _____ for dinner; _____ we wore anything we liked.	 formally formerly
12. UNDERLINE the portions of the words below in which they differ from each other: weather -- state of the atmosphere with regard to temperature, wind, humidity, etc. whether -- if FILL IN each of the blanks with one of the above words: It hardly mattered _____ it rained or shined. No matter what the _____ I had to make my trip. Fortunately the climate in California is quite temperate so I knew that the _____ would not be too extreme, even if it were not at its best that day.	 weather whether whether weather weather
13. The sentences below illustrate the correct use of the underlined words. A weatherman's job is a thankless one, without a doubt. Whether he's right three-quarters of the time, or whether he's right one-third of the time, people seem to remember only the times when he's wrong. FILL IN the blanks below with one of the underlined words: Since Israel has a Mediterranean climate, it enjoys warm _____ during one half of the year and cool _____ during the other. _____ you are in Metula in the North of the country, or in Beersheba in the South, you can be virtually assured of a rainless summer and a snowless winter. Once April has arrived you no longer need to worry about _____ you should take your umbrella.	 weather weather, Whether whether

14. FILL IN each of the blanks below with one of the words in the pair offered for the sentence. (weather - whether) Public opinion is divided on the issue of _____ or not the United States should set high tariffs. (formally - formerly) I don't think we were ever _____ introduced, but I seem to know you from somewhere. (principal - principle) I have no authority to excuse you from classes. You will have to see the _____.	 whether formally principal
15. UNDERLINE the portions of the words below that they have <u>in common</u> with each other: awesome - creating respectful fear awful - terrible, dreadful It had been an _____ trip - rainy weather, overcrowded train and bad connections. But now in the presence of this marvelous, _____ old man, the trip seemed worth it. It would have been really _____ to have missed the opportunity of seeing him again just because of the _____ weather.	 <u>awe</u>some <u>aw</u>ful awful awesome awful awful

16. Weather phenomena, even those that weren't in the least awful, such as the many-colored rainbow, or even the friendly yellow sun, were probably awesome to early man. Of course, it is not at all hard to imagine how a bolt of thunder or a flash of lightning or even an awful rainstorm must have struck him with awe. FILL IN each of the blanks below with one of the underlined words above: The play was so _____ half the audience walked out in the middle of it. The actor who played God was supposed to appear _____.	 awful awesome
17. FILL IN the blank below with one of these words: (awesome - awful) The _____ stillness of the forest calmed her somewhat, and she began to walk more slowly.	 awesome
18. UNDERLINE the portions of the words below in which they differ from each other. credible - believable credulous - believing, unsuspicious People who are credulous believe things that are not credible. FILL IN each of the blanks below with one of the above words: The mystery story was not exceptionally good but the plot was more or less _____. Perhaps a more _____ reader than myself would accept the notion that an FBI agent could be fooled by a ten-year-old girl disguised as an old lady. To be fair, however, that was the least _____ aspect of the story.	 credible credulous credible credulous credible

19. The following sentences illustrate the use of the underlined words. The effect his speech had on the crowd was incredible. People were transformed from shrewd, hard-thinking adults to naive, credulous children. They found all his wildest promises credible; they did not find them incredible. FILL IN each of the blanks below with one of the words underlined above. How can I say whether your excuse is _____ or not? If the teacher is _____ enough I guess nothing is really in _____. On the other hand, if the teacher turns out to be in _____, no one will persuade him that the excuse is _____.	credible credulous incredible incredulous credible
20. FILL IN the blank below with one of the words offered. (credible - credulous) I cannot judge whether all he says is true. All I can tell you is whether it is _____.	credible
21. CIRCLE the extra letter in the one word that distinguishes it from the other. beside - near or at the side of besides - in addition Which of the above words indicates a place? _____	besides beside

22. beside - near or at the side of besides - in addition WRITE one of the above words in each of the blanks below: "Come sit _____ me," I said to him. "I think that seat is taken," he replied. "_____," he continued, "I'd rather get some fresh air." I knew he was shy, and that he preferred being alone to being _____ a girl. _____, I decided I didn't want him near me anyway.	beside Besides beside Besides
23. Beside, because it indicates a place, always refers to people or things. Besides, on the other hand, can refer to people, things, ideas, emotions, and so on. FILL IN each of the blanks below with one of the underlined words above. _____ being alone, I also felt disappointed because I was not invited. A green willow tree grew _____ the brook. I bought two new pairs of shoes, a raincoat and a hat, _____ the sweater and skirt I had purchased earlier. I explained that _____ my usual trip downtown, I made a special trip to the hospital.	Besides beside besides besides

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24. Beside, because it indicates a place, always refers to people or things. Besides, on the other hand, can refer to people, things, ideas, emotions, and so on. FILL IN each of the blanks below with one of the underlined words above. _____being alone, I also felt disappointed because I was not invited. A green willow tree grew _____ the brook. I bought two new pairs of shoes, a raincoat and a hat, _____ the sweater and skirt I had purchased earlier. I explained that _____ my usual trip downtown, I made a special trip to the hospital.	 Besides beside besides besides
25. REVIEW FRAME FILL IN each of the blanks below with one of the words offered for the sentence. (Beside - Besides) _____ tax deductions for living expenses, the government also allows exemptions for dependents. (awesome - awful) Even though I forgot the eggs and put in too much sugar, the cake did not taste too _____. (credible - credulous) After you have seen as many amazing things as I have seen, you become very _____. (formerly - formally) Jack forgot to tell his date that they would be going bowling, so when he went to pick her up, she was dressed _____.	 Besides awful credulous formally

26.

REVIEW FRAME

FILL IN each of the blanks below with one of the words offered for the sentence.

(Beside - Besides) _____ tax deductions for living expenses, the government also allows exemptions for dependents.

Besides

(awesome - awful) Even though I forgot the eggs and put in too much sugar, the cake did not taste too _____.

awful

(credible - credulous) After you have seen as many amazing things as I have seen, you become very _____.

credulous

(formerly - formally) Jack forgot to tell his date that they would be going bowling, so when he went to pick her up, she was dressed _____.

formally

(weather - whether) I couldn't tell _____ she was laughing or crying.

whether

(principal - principle) He tried to follow the _____ of always telling the truth.

principle

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

PRINCIPAL	the chief leader, the head; the authority; the star, the most important The principal problems to be discussed are listed on the agenda of the meeting.
PRINCIPLE	rule; idea; code of conduct Free competition is a basic principle of capitalism
FORMERLY	beforehand, in past time. We were formerly partners.
FORMALLY	following a certain form according to a set of rules. They formally accepted the invitation by writing a formal written note.
WEATHER	conditions of the air, wind, temperature, etc. The weather in the fall is unpredictable.
WHETHER	which of two; either I did not know whether or not to wear a raincoat.
AWESOME	creating a sense of respectful fear The awesome statue of the wounded soldier silenced the crowd of sightseers.
AWFUL	terrible, dreadful The awful noise outside the auditorium made it impossible to hear the speech.
CREDIBLE	believable Her story about her magical powers was so credible that she fooled the whole class.
INCREDIBLE	not believable The police felt that his alibi was too incredible to be very likely.

CREDULOUS	believing, unsuspicious The credulous people of old Salem were easily influenced by the eerie claims of witches.
INCREDULOUS	not believing; doubting, suspicious It is hard to convince an incredulous observer that the job will get done on time.
BESIDE	next to, at the side of The chair sits beside the piano.
BESIDES	in addition How many besides the four Sylvester brothers are coming?

MASTERY TEST

Time started _____

FILL IN each of the blanks below with one of the words offered for the sentence.

1. (formally - formerly) She had _____ been a duchess but she gave up her title when she married.

2. (credible - credulous) How could we have been so _____ as to be fooled by that story?

3. (awesome - awful) The purple mountains, majestic and _____, looked down protectingly at the tiny village.

4. (whether - weather) He could not decide _____ to chance driving in the storm or wait until it died down.

5. (principle - principal) The _____ at stake is the right of a United States citizen to criticize his country when he disagrees with its policies.

6. (Beside - Besides) _____ the sofa stands an antique mahogany tea-table.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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